Assessment Policy (Years 3 - 6)

Bedford Modern School believes that assessment is an integral part of teaching and learning and an important element in the professional responsibility of teachers.

Aims and Objectives

Assessment should provide information that is used to focus and improve teaching and learning, thereby raising standards, self-confidence and self-esteem.

Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual students to be identified and allow future teaching strategies to be determined.

Assessment should recognize individual progress and achievement and provide students with meaningful information which will allow them to participate in self-evaluation.

Assessment should involve a range of techniques, both formal and informal - carried out in a variety of contexts which will allow individual students to show what they know, understand and can do.

Assessment and reporting are an integral part of the link between the school and parents and should provide parents with meaningful information.

Methods and range of assessment:

We undertake two different, but complementary types of assessment.

These are:

Assessment for Learning or Formative Assessment

This uses assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim.

Teachers are involved in the continuous assessment of students' work during class activities, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programme of extra-curricular activities.

Through assessment, students become aware of what they are learning and applying, and of their progress in a subject. They must, therefore, understand how their work is marked. This will enable students to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress. At times staff may use 'focused marking'.

Departments should aim to involve students in the assessment process, wherever possible, for example through the use of peer marking. Students who are encouraged to assess their own effort and performance are apt to be more highly motivated and to develop more confidently the skills needed for effective independent study.

Assessment of Learning or Summative Assessment

GL Assessments in Maths, English, Spelling, Reading and Developed Ability are undertaken and used to judge the children's performance against national standards. End of a unit tests are completed in Maths, Science and Humanities. These tests results will demonstrate the children's understanding of work covered and provide us with data to compare their attainment with that of other students in our school.

Responsibilities:

The Deputy Head Academic (Junior School) has responsibility for the organisation of all internal examinations. These also include tests for entry to the Junior and Senior School.

SENDCo has responsibility for organising access arrangements for internal examinations and ensuring that subject teachers are given appropriate advice to help them support students with Specific Learning Difficulties.

Individual Subject Teachers are responsible for:

- Following agreed school and departmental guidelines on assessment.
- Marking and commenting on all assessment tasks in a positive, accurate, meaningful and diagnostic manner - returning assessment tasks to students in an appropriate period of time.
- Identifying the particular needs of individual students and developing learning plans accordingly, but especially those students who have an Individual Student Profile (previously known as IEP).
- In the case of students with a student profile, staff are responsible for providing the Academic Support Department with copies of assessments, done under exam-type conditions, to show evidence for the need for access arrangements.
- Maintaining individual student profile records and providing a termly review of the support given.
- Feeding back to the Academic Support Department any issues identified through assessments which may require further investigation.
- Recording attainment.

Reporting:

We aim to report back to parents every term. That reporting will be based on assessment of individual student performance.

The school is committed to providing regular feedback to pupils and parents throughout the academic year. This is achieved through the use of target sheets, progress grids, online grade sheets and scheduled opportunities for communication, including form tutor and subject-specific parents' evenings.

Reports are issued four times a year in core subjects. Two reports are issued in non-core subjects. These include clear targets and highlight achievements.

For all year groups, the autumn interim report provides feedback on effort and attainment in core subjects, and effort grades only in non-core subjects. In the spring term, parents receive an interim report detailing effort and attainment in all subjects. In the summer term, all year groups receive a final report, which includes a summary comment from the form tutor. All reports are recorded on iSAMS.

Ongoing monitoring takes place at subject level and is recorded on target sheets, with the grading linked directly to the termly reports.

Parents' Evenings are scheduled twice annually: the first in the autumn term with the form tutor, following the release of the autumn grade sheet and the second in the spring term with the subject teachers. Where the school or parents have specific concerns, an additional meeting may be arranged at any time.

Monitoring and Evaluation:

The Form Tutor has the primary responsibility for monitoring the overall progress of a student throughout the year and will liaise closely with students, parents and subject teachers.

The Deputy Head Academic, in conjunction with Subject Coordinators, will monitor the progress of students and will liaise with students, parents and members of staff. They will seek to offer subject-specific support.

When an unsatisfactory level of progress is indicated on a school report, parents may be invited into school to meet with the Form Teacher and a member of the Junior School Executive Management Team.

Mrs K Harpin
Deputy Head Academic (Junior School)

October 2026
Review Date October 2027

Annex A

Reporting to Parents

Term	Month	Formal Reporting Method
Autumn 1	September	Open classroom, informal drop in to meet the teacher.
Autumn 1	September	Parent information evening
Autumn 1	Sept/Oct	Progress grids to go home in all core subjects with the target sheet filled in by subject staff.
Autumn 1	October	Grade sheet (interim report) to go home with core subjects giving effort and attainment. All other subjects to give effort.
Autumn 2	November	Parents' Evening with form tutor online and in person
Autumn 2	December	Target sheets seen by parents in **all subjects**.
Spring 1	March	Grade sheet to go home with effort and attainment for all subjects.
Spring 2	March/April	Parents' Evening with all subject teachers. Four nights offered, a combination of online and in person. Subjects to have five-minute slots.
Summer 2	July	Grade sheet to go home with effort and attainment grades in all subjects. Summative comment written by the form tutor.

Please be assured that the staff will continue to be happy to discuss any matters with you as and when they arise so do not feel that you must wait until there is a formal opportunity to convey any concerns, or indeed celebrations!

Reporting

Students will have regular feedback on their effort, attainment and progress.

On-going target sheets and progress grids, indicating specific attainment criteria for individual topics within subjects, will be sent home regularly. Parents can see where their children are and how they can make further progress.

Effort
The students are given separate effort grades for: **Attitude, Participation, Organisation and Prep.**

Attainment
Attainment is tracked using the letters codes

Effort			**Attainment**	
E	**Excellent** The student's effort is consistently high where they continually contribute		**WB**	**Working Beyond Bedford Modern Standard** Students who are working to an exceptionally high standard,

	in class and always work to the best of their ability.			above the school's expectation.
G	**Good** The student's effort is consistently very good and there are no major concerns		**WA**	**Working At Bedford Modern Standard** Students who produce work in line with the school's expectation and demonstrate a clear understanding of the work set.
I	**In Need of Improvement** The student's effort is satisfactory, but improvements need to be made.		**WT**	**Working Towards Bedford Modern Standard** Students who produce work demonstrating a sound grasp of the subject/topic, but can still make improvements.
C	**Cause for Concern** The student's effort is in need of attention with a view to school and home working together to achieve improvement			